Name, _____ EMPLOYER, _____

Date _____ Personal address, _____

Age, _____ Education, _____

Biography notes, _____

_____

THE PERFECT HUMAN BEING

INTELLECTUAL CHARACTER, needed for wise thinking.

- intelligence quotient
- size—large, medium or small natural endowments

accurate, not indefinite
- alert, not indolent
- keen perceptions, not unobserving
- retentive memory, not forgetful

discerning, not superficial
- generalization and analysis (power of), not scatter-brained
- inquisitive, not lacking desire to know
- rational and judicious, not lacking good sense
- thorough, not illogical

inventive and constructive, not lacking initiative
- useful in thought, not merely interesting

sincere and open-minded, not diverted by personal interests

WORKING CHARACTER, needed for doing useful work.

artistic and neat, not slovenly

cooperative, not too individualistic
- adaptable, not slow to fit into new surroundings
- obedient, not balky
- teachable, not stubborn

executive, not haphazard
- attentive, not careless
- decisive, not procrastinating
- directive, not dependent

industrious and energetic, not lazy and dilatory
- quick, not slow
- responsible, not negligent
- thrifty, not wasteful

purposeful, not led merely by likes and dislikes
- cautious, not heedless
- persistent, not vacillating

PERSONAL CHARACTER, needed for doing right by oneself.

conscientious, not unscrupulous
- magnanimous, not small-minded and petty
- self-controlled, not weak
- self-respecting, not dissipated

independent, not suggestible
- influential, not negligible

thoughtful, not merely impulsive
- prudent, not reckless
- refined, not coarse

SOCIAL CHARACTER, needed for doing right by others.

faithful, not disregardful of obligations
- helpful, not self-centered
- law and public opinion (regardful of), not on the off side
- loyal, not treacherous
- trustful toward others, not suspicious

just, not unfair
- honest, not thieving nor disposed to cheat
- honorable, not sneaking
- pure, not lewd
- rights of others (mindful of), not overbearing
- truthful, not given to lying and deceiving

sociable, not exclusive nor snobbish
- congenial, not repulsive
- courteous, not rude
- genuine, not affected
- harmonious, not wrangling
- patient, not irritable
- respectful, not impudent nor flippant
- tactful, not brusque nor priggish

Ratings as to character are on the scale of ten for perfectly satisfactory; nine for a little lacking, eight and seven and six and so on for degrees of weakness.

EMOTIONAL CHARACTER, needed for the joy of living

courageous and self-confident, not timid nor
- ambitious, not self-satisfied [shirks responsibilities
- buoyant, not morose
- hopeful, not pessimistic
- progressive, not opposed to change

earnest, not trifling
- determined, not easily discouraged
- reverent, not irreligious

idealistic, not content with low standards
- beautiful (responsive to), not unappreciative
- righteousness (devoted to) and against wrong, not inclined

love (having true), not cold-hearted [to evil
- friendly, not lacking good will
- grateful, not inattentive to kindness
- kindly, not cruel nor hateful
- sympathetic, not absorbed by self-interests

poised; not excitable, hysterical or melancholy
- forgiving, not vindictive
- humble, not conceited
- humor (having sense of), not upset by trifles
- sportsmanlike, not jealous

public-spirited and patriotic, not selfish
- generous, not stingy

truth (alive to), not complacent
- tolerant, not angry over differences of opinion

PHYSICAL CHARACTER, needed as a basis for human life.

developed body, not poorly nourished
- strength, without disabilities

muscular control, not bungling
- grace of figure and carriage, not frumpy
- expressive face, not stolid
- voice (strong musical), not choked nor rasping

vital, not sluggish
- appetites normal, not inactive
- endurance, not quickly tired
- resistance to disease, not susceptible

BODY MOTIVES, We seek to preserve life through

These body motives lead us to establish homes, and to work for a living
- bladder—elimination of waste
- ears—finding food, drink, avoiding dangers
- eyes—(same)
- heart—circulation of blood
- intestines—elimination of waste
- lungs—oxidation of blood
- mouth—drink
- muscles—actions of acquisition and protection
- nerves—pain, freedom from diseases
- nose—finding food, drink, avoiding dangers
- sex—marriage, children
- skin—bath and warmth
- stomach—digestion of food

MIND MOTIVES, We seek intellectual satisfaction through

These mind motives lead us to seek pleasurable environment in which to live
- brain—thinking
- ears—hearing
- eyes—seeing
- feet—going where interested
- fingers—touching and doing things
- mouth—tasting
- nose—smelling

PERSONALITY MOTIVES, We seek growth and maturity of

These personality motives lead us to make a life-career and to achieve worthy human objectives
- our abilities
- our activities
- our appreciations
- our associations
- our friendships and loves
- our harmonies with life, including religion
- our knowledge
- our possessions
- our power and influence
- our recognition
- our personal qualities
- our service to others

The form of Character Chart is that prepared by

THE NATIONAL INSTITUTION FOR MORAL INSTRUCTION, Chevy Chase, Washington, D. C.

STATEMENT OF PLANS
THE NATIONAL INSTITUTION FOR MORAL INSTRUCTION
18 August, 1919

I. The institution is to be developed as an assistance to the educators of the UNITED STATES OF AMERICA in their efforts to perfect the service which the schools render the nation in the character education of children. The special need for an institution of this purpose lies in the fact that the problems of character education are very difficult, and their solution will require concentration of intelligence for a long period of years on research (1) as to the morality to be inculcated, (2) the best methods of giving instruction in morality, so as to win the loyalty of children to moral ideals, and (3) the best ways and means for developing character and habits in support of moral ideals and convictions. The educators of the nation need an institution through which they can cooperate in researches which will solve these problems.

II. The government of the institution will be in the hands of educators that they may have the freedom which is essential to successful research and be loyal to the interests of the nation as a whole. A directorate will be developed which will have one experienced educator from each state as a representative of the state's interests in the character education of children. The invitation to the directorate will be extended, first, to the state commissioner or state superintendent, and, if declined by that official of any state; second, to the state chairman of research in the interstate character education methods research of 1919-1920. If declined by the state research chairman, to some educator nominated by the state commissioner or state superintendent. On the retirement of a state commissioner or state superintendent from office in any state, the director from that state will resign, but will remain eligible for reappointment.

This national directorate will be the ultimate authority in the institution, and will remain always representative of the vital interests of all the people of the nation in the character education of the nation's children. Directors now holding office will remain directors for life, or until resignations are offered voluntarily.

III. The directorate will appoint, by election, an headquarters executive committee, with power, all residents of or near Washington, in the District of Columbia, which will make the necessary decisions as to the institution affairs subject to principles of research determined by the directorate. Consultation on important matters will be had by mail with the full directorate. Provision will be made for an annual meeting at which papers on various phases of character education will be presented by members of the directorate and invited specialists and advisers, and at which matters of institution policy can be discussed and determined. It will be the policy of the institution to hold to the research problems of character education, and to cooperate with established institutions for practical work in schools.

IV. The institution will have a small group of research leaders or secretaries, one of their number to be appointed as president and chairman of the Executive Committee. These secretaries will devote their entire time to the problems of character education, and be at the call of school authorities for assistance in perfecting the character education service which their schools give. They will work in cooperation with university and college professors of education, normal and public school teachers,

the specialists of the United States Bureau of Education, and with the officials of child-welfare institutions and others interested.

It is not contemplated that these secretaries will hold positions which are duplicates of those filled by specialists already in service to the schools, but that they will constitute a group-leadership for the concentration of wisdom from various fields of research on the problems of character education. Each secretary will be assigned as a specialist to some related fields of knowledge, such as childhood conduct, history and methods of education, educational psychology, physiology, science of ethics, history and sociology, home culture. As a group collaborating on problems of character education, these research secretaries will unite their knowledge of human affairs, and thus broaden the basis for judgments and experiments.

These secretaries will keep in correspondence with leading thinkers, and will accumulate information and advice in their specific fields. They will concentrate their accumulated wisdom on the problems of character education of children, working as a group of research specialists, so that the principles of character education, the material of instruction and the methods of training and habit education to which they give their approval may be as reliable as possible, and in form for practical use in schools.

V. The institution will have "institution collaborators" chosen from among those who are carrying on personal researches in this field of education, and through bulletins and correspondence it will put at the disposal of all interested the wisdom which it gathers by acting as a center for the accumulation of advice on character education and information as to experiments, their methods and results.

VI. The institution will have a body of "institution patrons" chosen from among men and women of discernment who are personally concerned in public affairs and are loyal to the best interests of the nation and representative of different phases of national experience. With these the educators will maintain consultations, that the vital needs of the nation may be the better understood.

VII. The institution will accumulate a general endowment fund of considerable size, the income from which will furnish expense money for the researches. This will be deposited with the AMERICAN SECURITY AND TRUST COMPANY, Washington, D. C., as trustee, the income therefrom to be subject to control by the directorate of the institution through the Headquarters Executive Committee, but the principal will be held by the trustee, invested and reinvested as occasion may require, under the supervision of the Institution Treasurer, and guarded as a perpetual fund for the development of character education as a phase of school work.

VIII. All the service which the institution will render will be non-commercial for the good of the children of the nation. The secretaries will be on liberal salaries and will assist freely all who are striving to discover effective ways and means for character education of children. The products of their researches, duly accredited, will be given publicity by the institution.

NATIONAL INSTITUTION FOR MORAL INSTRUCTION

Chevy Chase Lodge, Washington, D. C.

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$20,000 INTERSTATE CHARACTER EDUCATION METHODS RESEARCH
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Sept.20,1919.

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My Dear President Falconer:

On invitation from Doctor W.F.Osborne, Secretary of the National Conference on Moral Education in the Schools in Relation to Canadian Citizenship I have accepted an invitation to be present in Winnipeg October 20th-22nd to present a paper on THE RIGHT OF THE STATE TO PARTICIPATE IN CHARACTER EDUCATION. The chief utility of my presence at the conference will be to give the educators of Canada taking part in the conference the benefit of experience here in the States relative to the problems of character education in schools. I am inclosing a statement of the policy of our National Institution for Moral Instruction in explanation.

I should like to make the trip through Canada rather than the States, because I am not sufficiently familiar with Canadian conditions to think intelligently on the problems that will come up at the conference. Since you are to give an address at the conference, would it not be possible for us to arrange to make the trip west together? Could I not come to Toronto by way of Buffalo and go to Winnipeg from there with you, and possibly other Canadian delegates? The expense of the trip is on the conference committee. It costs $53.00 one way by Chicago and St Paul. I presume about the same by Toronto. I could buy a round trip ticket via Toronto.

(Over)

INDEPENDENCE OF OPINION IS SCRUPULOUSLY RESPECTED AMONG DIRECTORS AND FRIENDS AS ESSENTIAL TO SUCCESSFUL RESEARCH WORK.

Your courtesy in considering this proposal will be much appreciated. I find myself, as a result of the new world brotherhood, created by the war, and the peace treaty, strangely and newly interested in the problems of character education in all nations.

Yours cordially,

Milton Fairchild

Chairman.

Sir Robert Falconer,
President of the University of Toronto,
Toronto, Ontario, Canada.

MF/hmh

September 23rd, 1919

Mr. Hilton Fairchild,
2720 McKinley Street N.W.
Washington, D.C.

Dear Mr. Fairchild:

It would be a pleasure to me to have you travel to Winnipeg on our way to the Conference on Moral Education, which is to be held next month. I have not yet made my definite arrangements, but in all probability I will leave here on Saturday night, October 18th, at 7:15, arriving in Winnipeg at 9:05 Sunday morning. It would be quite possible for you to come over to Toronto from Buffalo that morning, some time about midday, and having a few hours before the train goes out. I would advise you not to delay too long in writing for a reservation, as there is likely to be quite a number travelling on that occasion. In all probability you can get a through ticket from Washington to Winnipeg, via Buffalo and Toronto, over the Canadian Pacific Railway. If there is anything further that I can do to help you in this matter I shall be happy to do so.

With kind regards, I am,

Yours sincerely,

President.

November 10th, 1919

Mr. Milton Fairchild,
1729 Hobinley Street,
Washington, D.C.

Dear Mr. Fairchild:

I have just received your letter and am interested in what you have said about the ratification of the Peace Treaty, and I thank you very much for the civilness which are illuminating. I am particularly interested in what you say about Mr. Root.

I am sorry that I was not able to stay for the third day when I would have had the chance of hearing your address, but I am glad to know that you have yourself been so gratified with the results of the Conference. It has seemed to me that it will be productive of great good. I look back to our visit in Winnipeg with the greatest pleasure, and I am only sorry that it was so short. I was delayed by a wreck less of session for twenty hours and consequently did not get home till Saturday afternoon.

With kind regards, I am,

Yours sincerely,

President.